Lucy Perez

Sun Works/ Water, Energy, and Waste: Integrating Themes of sustainability into your

Fall Semester 2016

Lesson 1 of 2

**Common Core Standards**:

[CCSS.ELA-LITERACY.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/)  
Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.1.4](http://www.corestandards.org/ELA-Literacy/RI/1/4/)  
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**Danielson Framework: Domain 3 (instruction)**

3b. Using Questioning and Discussion Techniques

3c. Engaging Students in Discussion

**Objective**: Student will learn how water pollution effects the environment.

Vocabulary: pollution/Pollutants, Toxic and

Organisms.

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**Vocabulary: Pollution, Toxic and Organism**

**Materials: *“Keeping Water Clean (Protecting Our Planet****”* by Ewan McLeish

**Procedure:**

6. Objectives:

Students will be able to identify the lasting effects of water pollution by conducting a Water

Pollution Experiment and writing a paragraph giving at least 3-4 reasons why it is important to

prevent water pollution.

7. Procedure:

a) Introduction and motivation

“Good morning 4

the

grade! As you know we have been working on our Water Science Unit…

examining the different ways in which water effects our lives. Now before we begin raise

your hand if you have ever heard of the phrase water pollution. Can anyone tell me what?

they think water pollution is?

“Today we are going to learn all about water pollution by doing a very fun and eye opening

experiment to how water pollution occurs and if it can be undone once it happens.” (5

minutes)

b) Activities/Steps - A traditional format would be to have:

1. Direct instruction - I will then write a few vocabulary terms on the

white board. These will include: Pollution/Pollutants, Toxic and

Organisms. I will discuss and encourage the students to help me define

these terms in order to assist in their understanding of the experiment

that they will work on during the workshop phase

6. Objectives:

Students will be able to identify the lasting effects of water pollution by conducting a Water

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***Direct instruction***- I will write a few vocabulary terms on the white board. These will include: Pollution/Pollutants, Toxic and Organisms. I will discuss and encourage the students to help me define these terms in order to assist in their understanding of the experiment that they will work on during the follow-up lesson.

Next, I will introduce that we will eventually be conducting an experiment to test whether or not water pollution can be undone once it occurs. I will include a read aloud of the book ***“Keeping Water Clean (Protecting Our Planet****”* by Ewan McLeish. The read aloud will help students to understand how water pollution occurs and how it effects humans and living organisms within the water. (20 minutes)

I will then model the Turn and Talk question by saying “What activity can you do that can help water pollution or save water. (5 min)

Next students will Turn and Talk and discuss how they could help the environment by doing certain changes: Example, turning off the water when they brush their teeth.

(5 min)

Lastly, students will do a round table discussion where each student will speak on their ideas of how they can help prevent water pollution. (15 min)

Differential: (There are 6 IEP’s and 1 ESL student) Students will be paired with a turn and talk partner that help them keep on topic of what’s being discuss.

**Classroom Discussion Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| **Participation** | Student takes an active role, (without prompting), in classroom discussions, contributing relevant and insightful comments as well as posing thoughtful questions. | Student willingly participates in classroom discussions, offering useful and relevant comments. | Student responds to teacher prompts during classroom discussions, but seldom volunteers. Comments are sometimes not relevant to the discussion. | Student may or may not willingly respond to teacher prompts during classroom discussions, and never volunteers. Comments are seldom relevant to the discussion. |
| **Comprehension** | Student comments reflect a deep understanding of the topic being discussed. | Student comments indicate good understanding of the topic being discussed. | Student comments indicate less than clear understanding of the topic being discussed. | Student comments indicate little understanding of the topic being discussed. |
| **Respect for Others** | Student listens carefully to others, waits patiently for a turn to speak, and is respectful of other points of view. | Student listens to others, rarely interrupts, and generally accepts other points of view. | Student does not consistently listen to others, interrupts frequently and demonstrates little respect for other points of view. | Student typically does not listen to others, interrupts frequently and/or is rude and intolerant of other points of view. |

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